

Course overview 2025./2026.

MYP4

UNITE TITLE	KEY CONCEPT	RELATED CONCEPT	GLOBAL CONTEXT	STATEMENT INQUIRY	OBJECTIVES	ASSESSMENT TASKS	AT SKILLS	CONTENT
Unit 1 – Cardiovascular fitness <i>September/October 2025.</i>	Change	Choice, Adaptation	Students will evaluate their own CVF and improve it during the academic year.	Understanding how cardiovascular training strengthens the heart and improves overall health helps students make better choices for a healthgeivity.	A B C D	Evaluate Vo2max using formula perform Beep test and LISS Reflection on B and C crit. Via oral exam	Self-managment: organization skills and affective skills	Students will learn the reason why and how to exercise safely and be able to improve their functional skills.
Unit 2 – Strength development <i>October/November 2025.</i>	Development	Energy, movement	Students will learn the role of strength as one of the most important motoric skills and learn how to develop it.	Understanding how strength-building exercises improve physical performance and health empowers students to make informed choices for a more active lifestyle.	A B C D	Create strength development workout Perform part of your workout	Self – Reflective skills, research: information literacy skills.	Student will learn the reason why and how to exercise safely and be able to develop their strangth abilities
Unit 3 – Volleyball <i>November/December2025.</i>	Relationship	Balance Interaction systems	Identities and relationships. Students will explore roles of specific positions on the field and some basic elements, and will try to identify with each of them.	Effective game play relies on participants understanding of multiple systems, which also requires a successful interaction between players and a balance in a team	C D	understanding of different positions and roles during the game and demonstrate them reflecting on their performance after game	Thinking (critical thinking) skills: Observing teammates` skills, technical and tactical skills in order to recognize personal and team strengths and weaknesses. According to that, make a successful strategy for a game. Communication skills: Actively listen to verbal calls and observe verbal and non – verbal cues in order to understand teammates during game play. Social – collaboration skills: Give critical feedback on technical and tactical skills	Students will learn technical elements, which are necessary for an efficient game: upper and lower pass, overhead and underarm serve, the reception of the serve ect. They will also learn some basic tactical skills in order to play in a game of 6 people successfully: how to pass in the attack, how to move on the field, how to defend etc. Students will play in a game as much as possible to learn different positions, how to communicate and cooperate effectively.

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							that will improve the performance of the whole team.	
Unit 4 – Basketball <i>January/February 2026.</i>	Communication	Movement	Fairness and development Students will explore tactical possibilities to play as successfully as they can in a team.	Considering multi, perspectives and making the right choices by evaluating the situation in the game are essential for successful movements in offence.	C	Making a strategy for winning the game	Thinking (critical thinking) skills: Observing opponents` defence in order to recognize their strengths and weaknesses. According to that, making an appropriate strategy for attack. Communication skills: Actively listen to verbal calls and observe non – verbal cues in order to understand teammates during game play. Social – collaboration skills: Give critical feedback on a game play of all members of your team that will improve the performance	Students will learn some technical elements, which are necessary for handling the ball: dribbling the ball, layup, passing the ball, throwing the ball, transition in leadership, ect. They will also learn some basic tactical skills to play in a game of 3 people successfully: cutting, getting open, man-to-man defence etc. They will play in a game as much as possible to get a feeling about playing, learn how to communicate in a team, develop tactical skills
		Choice Perspective			D	reflecting on their performance after game		
Unit 5 - Track and field <i>March/April 2026.</i>	Athleticism	Balance	Students will explore roles of specific ABC drills and positions	Sophisticated track and field performance requires combination of qualities (such as speed, strength and agility) that are characteristic of an athlete.	B	Students must create their own athletic training program for the assigned track and field event	Thinking (critical thinking) skills: Use brainstorming to generate new ideas, create original routine according to their ideas	Students will learn some basic ABC drills after the teacher's demonstration. Examples of ABC running drills include ankle work, high knees and plyometrics. By practicing these movements, students will gain better control over their technique, eventually leading to better form, and a reduced risk of injury.
		Coordination Speed			C	Students need to demonstrate some of the ABC drills and 3 point start.		
					D	Reflect on their performance.		

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								They will compose their own training
Unit 6 - Badminton <i>May/June 2026.</i>	Relationship	Movement	Students will explore roles of specific positions on the field and will try to identify with each of them	Considering multi, perspectives and making the right choices by evaluating the situation in the game are essential for successful movements in offence and defence	B	Making strategy for winning the game.	Thinking (critical thinking) skills: observing opponents action in order to recognize their strength and weaknesses. According to that making an appropriate strategy for game.	Students will learn a different task such as: holding the racket, basic shots and basic forehand and backhand grip.
		Choice			C	Perform forehand and backhand pass and integrate it in game.		
		Perspective			D	Reflect on their performance		

Mr. Zvonimir Stupac

DIFFERENTIATION

For students with Dyslexia and dysgraphia

- Bigger font in Sarif, bigger space between rows
- Dividing text in tests, practise sheets and instruction papers in smaller sections
- More time for reading, checking if the text/questions are understood
- Tolerating writing mistakes
- for answers should be on the same page
- Allowing longer time for finishing a task if needed
- Working in a pair or a team with peers
- Check the ability of students to read maps and act according to that (more practise, allowing more time for map work)

ADHD

- Bigger font and space between rows
- Shorter paragraphs
- Avoid tables if needed
- Check which type of graphs/diagrams are suitable for the student
- Fewer questions in tests
- Frequent checking if a student is concentrated on the work
- Instead of complex questions with a, b, c..., create separate questions
- Questions and enough space for answers should be on the same page
- Work in pairs or small teams (up to four)
- Creating summary sheets if needed
- Encourage students to participate in class discussions
- Commend student on progress
- Regularly make notes about progress in e-dnevnik
- Allowing the student to leave the classroom for a short time during the lesson if needed

HEARING DISABILITY

- Face the student during a lesson as often as possible
- Using PPT more often than writing on the board
- Check understanding of the content
- Check the notes in student's notebook
- Providing summaries for a unit or parts of it if needed

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- Pay attention that the student is not disturbed by a variety of sounds (other students, films, outside noise...)
- Work in pairs and small groups

HODGKINS DISEASE

- Prolonging deadlines if needed
- Providing summaries if needed

Course overview 2025./2026.

MYP5

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Unit 2 – Strength development <i>October/November 2025.</i>	Development	Energy, movement	Students will learn the role of strength as one of the most important motoric skills and learn how to develop it.	Understanding how strength-building exercises improve physical performance and health empowers students to make informed choices for a more active lifestyle.	A B C D	Create a workout plan and program Perform a part of created workout	Self – Reflective skills, research: information literacy skills.	Student will learn the reason why and how to exercise safely and be able to develop their strangth abilities
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